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the prescribed books of Caesar and Virgil and the necessary orations of Cicero. Latin is so extremely valuable to the small school that it ought not to be let slip without a protest; on the contrary the demand should be for more freedom and strength in teaching it. A small town which can secure for its high school a genuine scholar who is also a vigorous and inspiring teacher of Latin is fortunate. C. K.

LATIN IN THE GRADES¹

The experience of two years is too slight to furnish a basis for decided convictions but it is not too slight to offer suggestions as to the situation in the present, and plans for the future. There are now in our High School about thirty pupils who have, as a result of their work in the Grades, gained one semester or more in their Latin course. Perhaps this fact alone entitles the subject to consideration. Four points will be touched upon: first, the conditions found among pupils of the Seventh and Eighth Grades; second, the methods used; third, the advantages which the introduction of Latin in the Grades ought eventually to present; fourth, our greatest needs in case the plan is adopted.

In regard to the first point (this confession is made with all due humiliation), with each class which I have met I have spent weeks in getting the pupils tamed and trained so that they would listen to my voice and make an effort to follow directions. Even when there might be no intention of being disorderly (a potential subjunctive), they are exploding with a desire to conduct the recitation, to help teacher, to ask irrelevant questions waiting for no answer, and to volunteer information on the most disconnected subjects, and, when attempting a recitation, to 'go off half-cocked'. The effort to subdue them may be criticized on the ground that it curbs a most desirable spontaneity and breaks the spirit of the children. But there are times when something must be broken before effective teaching can begin.

Usually only the picked pupils have been allowed to take Latin and many of these have taken part in that gymnastic exercise known as skipping grades. This has in some cases left a serious hiatus in their knowledge; but, a more serious difficulty, it gives conceit, and a firm conviction that ability need not be reinforced by careful work and hard study. It is needless to say that I have heard many times, 'You are a High School teacher, and do not understand young pupils'. Just this fact alone ought to warrant my presence in the Grades. We hear a good deal of complaint about the material received in the High School. If every High School teacher would spend two years in the Grades, there might be as much complaint, possibly a great deal more; but it would result in an understanding which cannot come without experience.

¹In connection with this article reference may be made to Professor Nutting's paper, Latin in the Seventh and Eighth Grades in California, *THE CLASSICAL WEEKLY* 7:154-157; the paper by Mr. W. L. Carr, The Desirability of Latin in the Eighth Grade, *The Classical Journal*, 9:385-394; and to Professor Deutsch's paper, Latin Instruction in California Intermediate Schools, *THE CLASSICAL WEEKLY* 8:122-125.

One of the strongest arguments we hear in favor of Latin in the Grades is the statement that young children can memorize easily. Perhaps they can, but, in my experience, they do not. A list, a paradigm, a rule is never learned when I require it. I must teach it, and then teach it again. Often, to make the memorizing easier, I use some Loisetite trick intended for a middle-aged memory. If an exercise is to be written outside of class, the pupils are prompt and ready with their papers. In the matter of neatness and form these papers are almost beyond correction; but every noun ends in *a* and every verb ends in *o*. And the pupils, like Faust's student, are, with paper in hand, serenely satisfied. It is a material thing to touch and handle, and they like it. But they do not learn a list or rule, and they do not apply that rule, save with much help and coaxing. Yet this method, the written exercise prepared outside of class and forms learned with the teacher's help, is exactly wrong. Memory work can and should be done when the child is alone; sentences, certainly in the early days of the study, are best prepared under the direction and with the help of the teacher. This will also lessen the temptation to borrow and copy a friend's paper.

The children are very ready to respond to suggestions, but they are not consumed with an insatiable hunger for hard work. They are growing, they are sometimes lazy, often restless. They have little patience in making the mental effort to learn a fact or a form, and too little concentration to apply the fact or form even when learned. Correcting and re-correcting papers until no fault remains is an irksome task. The 'infinite capacity for taking pains', the beauty of perfection, except as connected with the material thing, is of course alien to their age, but at some time they ought to be introduced to it.

Restlessness and impatience which is natural to a normal child is exaggerated by the attempt to crowd too much into the day's program. This is to some extent the fault of the school, but the influence of the home (if that expression may still be used) too often adds to the complication. Try to do a quiet half hour's work with a group of weak pupils, and there is a chorus: I must go to orchestra practice—literary society—girls' club—boy scouts—campfire girls—dancing lesson—automobile ride—basketball; in short, a hundred interests, each good in itself, which fifteen years ago were not a part of a child's world. Ask a twelve-year old child to tell you his engagements for one week outside of school hours. Grown persons would find it difficult to keep the pace. Most of these engagements are connected directly or indirectly with the school life. Mr. Wenley once said, "You must not reproduce in your schools the restlessness of society". If College and High School students need isolation, serenity and quiet for their best mental development, even more is it needed by pupils in the Intermediate Schools.

Next a word in regard to methods. If the class can have five periods a week of sixty minutes, the average

pupil ought to gain in the Seventh and Eighth Grades a good preparation for reading Caesar, and also all the formal English grammar necessary for entering High School. Composition, however, should not be attempted in the same class, but should be connected with the work in reading and spelling. There is often a split between subjects that ought to overlap. Last year my Eighth Grade classes were spending five periods a week with me in Latin grammar, five periods with another teacher in English grammar and four with still another in reading and spelling; fourteen hours a week on closely allied subjects. Even after making a connection between the two grammars there was an opportunity for more economical treatment. For instance, my pupils in the morning were studying complex sentences; in the spelling-class in the afternoon they were writing such sentences as *The education is good, The retribution is great, The invention is wonderful*. With the hearty cooperation of the spelling-teacher, questions involving more complex sentence-structure were assigned. The results were most satisfactory, but the children at first rebelled. On one paper a little girl had written in the corner, '*Mea ultima cura*'. It suggested *Sunt lacrimae rerum*. But if children could be made to feel that English is a continuous performance, some tears might be saved.

We have had a book for English grammar and one for Latin, and have tried to carry the subjects along side by side. But the connection is often artificial and we have found it wise to discontinue one language for a few weeks. We need for the 7-1 Grade a very simple primer which will introduce the child to the elements of English and Latin together and serve as an introduction to the books used later. The pupils as a rule do better work in Latin than in English. This may be in part due to the fact that in this subject I know my own ground better. But I believe Latin is more suited than is English grammar to the minds of children of this age. It is not so difficult to understand and they find it more interesting.

A valuable exercise has been committing to memory Latin quotations. These are chosen with reference to different kinds of sentence-structure and special constructions. A sentence is easier to learn than is an abstract rule; it is no mean acquisition in itself and serves as a model for countless sentences later. *Vade ad formicam, O piger* has put a check on many a dative case. *Discite grammaticam, pueri qui cetera vultis* anticipates the imperative; it gives a complex sentence with an adjective clause; it gives a valuable bit of advice, and helps in the spelling of *grammar*.

If outside reading is desired, the first plays in Decem Fabulae are excellent. A Seventh Grade Class read with animated astonishment the *Ludus*. One class read the *Medicus* a dozen times; each pupil chose one part to learn, and it was presented in class. At their eager request it was given before the school in the auditorium, and was the source of great delight, and

perhaps some benefit. If it is possible without injury to the legitimate work to make the play a general class-exercise, it may well be a part of each semester's work. If it adds one more engagement to a too busy program and serves as an excuse from some other task, it should not be attempted.

Occasionally questions are asked and directions given in Latin. This never fails to arouse and amuse a listless class. We must be on our guard, however, lest, enjoying this enthusiasm, we sacrifice accuracy and thoroughness. It is sometimes difficult for the teacher to avoid becoming the leading figure on the stage. Moreover, when the constant comparison between English and Latin is an important feature of the recitation, the wisdom of using the Direct Method may well be questioned.

The advantages to be gained by introducing Latin into the Grades are of two kinds: first, those connected with the subject of Latin alone; second, those which influence the child's general education. The former are obvious, but might be mentioned. There is no doubt that the pupils gain at this time an ease in pronunciation which is hard to obtain with the older pupils in their hurried Ninth Grade. The vocabulary and the forms are learned more deliberately and thoroughly. But one of the important advantages is the fact that pupils of this age develop a valuable feeling for word-order. The feeling for order is a great help in translating, and, better still, in understanding without translation. This feeling is, in my experience, a stronger argument for the early study of a foreign language than is the one so often heard, that the young memorize easily.

More numerous and more important are the benefits in the child's general training. This subject, more than any other subject in the grades, gives insight into methods of study and some vigor in attacking a difficulty. More than one parent has said in the last two years, "John never before received such low marks, but he never before has had to study", and one remarkable father added "I am glad he is having the shock now instead of later". Is this inconsistent with the observation that English is harder than Latin? I think not. English grammar is less definite, and is therefore a subject for more mature minds. In the Grades, as in the High School, the pupils will not look upon English as a serious study which demands hard work. They talk English; therefore they know it, therefore they are not inclined to study it. Beginning Latin is an elementary subject, English is not. Latin presents difficulties but not puzzles. That the Latin grammar throws light upon the English both pupils and English teachers are witnesses. Surely this light cannot come too soon.

The objection is made that the study of Latin in the Grades is intended for the favored ones who enter the High School. It may be found that some pupils are utterly unfitted for the study of Latin, and it would be well to divide the class at the end of the 7-2 Grade,

but the division should not be based on the child's intentions about entering High School. For the Latin ought to help bridge the gap between the Eighth and the Ninth Grades. Doubtless it will result in more pupils entering High School. But in any case a year of a foreign language, especially if taught always with the English, cannot come amiss to any pupil.

One of the strongest of these general advantages is that of economy. A wiser decision as to the pupil's choice of studies in the High School can be made after he has been tried in the fire of a foreign language. Time may be saved and failure avoided in the freshman year. At the end of the course he finds himself with time to spend on some advanced work. These pupils have the added advantage of being in the company of older students before whom they wish to succeed. We often hear that it is a crime to keep a backward child in the class of average pupils, where he is humiliated by the constant evidence of his own inability. Is it not wrong to keep a forward child in an average class where his ambition is dulled and his standards are lowered? Besides the injury to the child, consider the untold loss to the community. Mr. Wenley (if I may quote him again) has said, "If this country is to be saved, it must be saved by its great minds, and what are we doing to develop these minds?"

Nor should it be thought that pupils in the Grades are too young to gain some sense of the grandeur and glory of the Latin world. They are susceptible to just this appeal. Give them a sight of the map of the Roman Empire, a few words about the City of Rome two thousand years ago, and that city to-day. Show them what the names of Caesar and Cicero and Vergil have meant to the world, and, if we are wise enough, will mean to generations yet to come. If the children have been proud of studying Latin, this pride may be used and may bear its fruit in making them more dignified.

To review the general advantages in the early study of Latin: it is a help in the study of English; it is a step towards the 6-4-4 system; it gives at an opportune time definite drill in a difficult subject and so is a means of acquiring habits of patience and concentration; it is a spur to ambition; it leads to economy of time and mental strength.

Finally, what are the desiderata if Latin is to be introduced into the Grades? First, more serenity and simplicity in the day's program; second, a primer for the 7-1 Grade dealing with English and Latin together; third, a uniform system of nomenclature. Last, and most important, we need Latin teachers who are familiar with the English of the Seventh, Eighth and Ninth Grades, who understand young children and do not mistake enthusiasm for achievement. The Grades should not be considered a training school to prepare the College graduate for the more noble and glorious task of teaching in the High School. When equal preparation and equal salaries attend a

position in the Grades, it may seem a promotion rather than otherwise to be asked to take work in this more difficult field. No classes require such careful discrimination and accurate drill. Again, a teacher must be on her guard lest she mistake, for her own success, a great show of enthusiasm on the part of her pupils. It is possible to awaken a sleepy class any day by an animated proposal that they learn a little Hebrew or Sanscrit. Arms will wave wildly in the air while they tell about the little Sanscrits or little Hebrews that their fathers have known. They sputter with enthusiasm, which lasts until they hear, 'Now this thing must be learned'. Then the dust settles and we can see what is left to be seen. In the spring, when the *io* verbs were losing their charm, the most inert boy in the 8-2 class begged for a few lessons in Greek. Doubtless one of the countless sins against childhood was committed in not granting his request. I have small patience with the remark 'They are learning without knowing what they are learning'. The probability is that no one will ever discover it. But in case it is true, why deprive the children of the greatest joy the mind can have, the joy of conscious achievement?

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A GREEK SCHOOLMASTER STILL TEACHING¹

Isocrates was probably the greatest schoolmaster the world has ever seen. His school was thronged with pupils. His methods were eminently practical. He brought his pupils through the three stages of analysis, criticism and composition. Although Isocrates himself, because of personal deficiencies, early ceased to be a practising orator, he was no admirer of what might be called 'closet' oratory. "The future orator must try the effect of each arrangement and combination of technique on the audience and so draw up his own system". "The chief boast of the school of Isocrates", says Freeman, in his *Schools of Hellas*, "was that it produced gentlemen". The number of disciples Isocrates left after him has been computed to be more than forty. In the theory of rhetoric he was surpassed by Aristotle. "Yet the school of Aristotle produced not a single orator of note except Demetrius Phalereus; the school of Isocrates produced a host. Why was this?" asks Jebb. He answers that it was by his exercises for which his own writings furnished models that Isocrates formed his pupils.

Isocrates was ninety-eight years of age when "That dishonest victory at Chaeroneia, fatal to liberty, killed with report that old man eloquent". His influence lives to-day in the language we write and speak. "That Isocratic style", writes Jebb, "in its essential characteristics of rhythm and period, passed into the prose of Cicero; modern prose has been modelled on the Roman; and thus, in forming the literary rhetoric

¹Reprinted from *America* 12.249-250 (December 19, 1914).